

Liberty Elementary Discipline Policy

Introduction

We believe that school should be a safe, respectful, and fun environment for all students and staff members. One of our goals is to provide an environment in which students and staff members learn and grow academically as well as socially. In order to achieve this goal, we implement a Positive Behavior Intervention and Support (PBIS) system of support for our students and staff members. This system is compiled of very specific structural components that benefit our students and staff members in fostering an environment that is safe, respectful, and productive at all times.

This policy will highlight the various components of PBIS.

PBIS Team- An active PBIS team that includes a school administrator, someone with applied behavioral expertise, someone with coaching expertise, individuals with knowledge of student academic and behavior patterns, and individuals with knowledge about the operations of the school across grade levels and programs. This team meets monthly, has formal agenda's and meeting minutes, team roles, and a current action plan.

Behavioral Expectations: The staff and students will strive to uphold our school-wide expectations (Guideline for Success) and Common Area rules. Staff members as well as students are trained on the school-wide expectations and common area rules throughout the school year. Families are also trained on these at least twice within the school year (Fall and Spring). A copy of these documents can be found in the PBIS Team Binder.

Guidelines for Success:

H – Have respect

A – Act responsibly

W – Work together

K – Keep trying

S – Smile often

Problem Behavior Definitions: Our Student Code of Conduct explains our rules and expectations for our students and families.

A. STUDENT BEHAVIOR

In order to prevent the disruption of the educational process and the ability of all students to take advantage of the educational opportunities offered at Liberty Elementary the following student behaviors as defined by law will not be tolerated:

- Hazing
- Bullying
- Taunting
- Menacing
- Intimidating
- Threatening behavior
- Verbal or physical abuse of others
- Using lewd, profane, or vulgar language

This policy extends to any/all student language or behavior including, but not limited to, the use of electronic or online methods.

These provisions should not be interpreted to prohibit civil exchange of opinions or debate protected under the state or federal constitutions where the opinion expressed does not otherwise materially or substantially disrupt the education process or intrude upon the rights of others.

B. VIOLATIONS AND REPORTING

Students who violate this policy will be subject to appropriate disciplinary action as outlined in the District Code.

Students wishing to report a violation or who believe they are victims may report it to any staff member of Liberty Elementary who will take appropriate action as defined by the Code. Staff will refer the report to the principal (or designee) for further action when the report involves an offense that may warrant suspension or expulsion of a student, any felony offense, or a report that may be required by law, including reports to law enforcement.

When a complaint is received that does not appear to be covered by this policy, the administrators will review other policies that may govern the allegations and take appropriate action.

C. RETALIATION

Other students and employees shall not retaliate against a student because he/she reports violation of the Code or assists or participates in any investigation, proceedings, or hearing regarding the violation. The Superintendent (or designee) shall take measures needed to protect students from such retaliation.

As provided in the Code, students who believe they are victims of these behaviors will be provided with a process to enable them to report such incidents to personnel for appropriate action.

Electronic Devices: Students may bring personal technology to school if used appropriately. The Fayette County School District, its staff, or employees, are not liable for any device lost, stolen or damaged on school grounds. Specific rules and guidelines for appropriate use and consequences for inappropriate use can be found in the Liberty Elementary School Acceptable Use Policy and Parent/Student and Teachers' Handbooks.

Feedback and Acknowledgement: Teachers use positive behavior reinforcements like Dojo and clip charts to acknowledge desired behaviors and give feedback. We also use a school-wide star systems in which whole classes earn popcorn parties on Fridays for displaying our Hawks Behavior Expectations in our common areas.

Discipline Data: We review discipline data monthly using the following components: % of students with 0-1 Office Discipline Referrals (ODRs), Grade Level ODRs, ODR by event type, ODR by location, ODR by time of day, and average ODR by day. The PBIS team shares this information with staff at least monthly and updates the SBDM council annually. Using this data, the PBIS Team makes decisions about next steps pertaining to the PBIS system within our school.

School Safety Plan: Our school will maintain a School Safety Plan addressing procedures to provide a supportive, safe, healthy, orderly, and equitable learning environment for both students and staff. This plan will also address any issues identified by our stakeholders and issues required by state law.

Responsibilities:

Principals and assistant principals are responsible for:

1. Disseminating and interpreting the behavioral and discipline standards and guidelines of the district and school.
2. Ensuring that all staff and students adhere to the District Code of Conduct.
3. Providing support and guidance to teachers in the implementation of the district and school behavioral and discipline standards and guidelines.
4. Working with parents and guardians when issues arise that involve behavior and/or discipline of a student.

Teachers are responsible for:

1. Clearly establishing classroom standards of conduct that:
 - a. Include clearly defined consequences when standards are not met,
 - b. Are communicated to parents,
 - c. Are posted in plain view of the students in the classroom, and

- d. Are taught to students during the first 2 weeks of school and explained to students who join the class during the year.
2. Ensuring that:
 - a. Teacher-student interactions demonstrate general caring and respect.
 - b. Interactions among students are generally polite and respectful.
 - c. Disrespectful behavior among students is responded to successfully in a polite and respectful but impersonal way.
 - d. Students are engaged during small-group work.
 - e. Classroom routines work efficiently and function smoothly including smooth transitions between large and small group activities.
 - f. Students are held to the classroom standards and appropriate consequences are issued when the standards are not met.
3. Frequently monitoring student behavior including effective responses to student misbehavior as well as acknowledgement of good behavior.
4. Making sure the classroom is safe, that all students can see and hear, and that the room is arranged to support learning/instructional goals and activities.

Counselors are responsible for:

1. Providing support and guidance to help students and parents understand, correctly interpret, accept, and follow the behavioral standards and guidelines of the district, school and classrooms.
2. Providing support and guidance to teachers in the implementation of classroom management techniques and strategies.

Students are responsible for:

1. Exhibiting respect for the teacher.
2. Interacting with peers in a polite and respectful way.
3. Expending effort to complete work of high quality.
4. Accepting and following the behavioral standards of conduct expected by the district, school and each classroom.
5. Asking for help when they do not understand the behavioral expectations or feel that they are unable to comply.

Parents and Guardians are asked to:

1. Become familiar with documents related to district and school standards of behavior and discipline and ask the school questions when they do not understand language or details in these documents.
2. Work with the school when issues arise involving their child's behavior or consequence given to their child by the school or teacher.

Attachments:

- a. District Code of Conduct

b. School Safety Plan

Date Adopted: